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ABSTRACT

This curriculum outline introduces the components of a Japanese language and culture course which includes a module on understanding Japanese cultural code words. First, the syllabus for the introductory course to Japanese language and culture is presented, highlighting the course objectives, texts, criteria for grading, assignments, and expectations. Next, the course schedule is provided, followed by the course outline listing the different lessons for the language portion and the different cultural topics. The outline also includes an evaluation survey for students, course material, a list of Japanese films, a pre-test evaluation with answers, a Japanese educational system hierarchy chart, a description of the structure of the Japanese educational system, a list of the course materials on reserve and available for checkout in the library, and a copy of the spring class schedule course description and offering. Finally, the module on understanding cultural code words is presented, highlighting notes from the introductory Japanese language and culture course, approximate time needed for instruction, overview of the course, objectives, material used for instruction, and an evaluation activity. (TGI)

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FOREIGN LANGUAGE

ED 407 966

New Course: **Introduction to Japanese Language and Culture**

Separate module developed:

"UNDERSTANDING JAPANESE CULTURAL CODE WORDS"

BY

SUSUMU KASAI

Asian Studies Module

St. Louis Community College at Meramec

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JPN: 504
Introduction to Japanese Language & Culture

Course Syllabus Spring 1996

Instructor: Susumu Kasai

Office: BA207J

Phone: 984-7825

E-mail: rcskasi@umslvma.umsl.edu

Campus Hours:

M	12 - 1 pm
Tu	9 - 11 am, 2 - 3 pm
W	12 - 2 pm
TH	9 - 11 AM, 2 - 3 PM
F	12 - 1 pm

Course Objective:

To learn the basics of the Japanese Language with respect to speaking, reading and writing.

To explore various aspects of the Japanese history, culture and society in order to better understand the unique features of its language.

Textbooks:

Required:
Association for Japanese - Language Teaching (1991), Japanese for Busy People I, 1st revised edition, Kodansha International.

Hendry, Joy (1995), Understanding Japanese Society, 2nd ed. Routledge.

Optional:
Workbook for Japanese for Busy People I

Criteria for Grading

Mid-term exam	20%
Term Paper #1	20%
Film review/concept paper	10%
Term Paper #2	20%
Final exam	30%

Term Papers #1 and #2

The purpose of the term papers is to have each of you select a specific topic on the Japanese culture or society which particularly interests you, and do a mini-research paper (minimum 5 pages, maximum 10 pages, double-spaced and typed or word-processed. NO HAND WRITTEN PAPERS!). It must include a complete list of references for writing the paper (This does not count for the 5-10 page limit).

The first paper is due before the spring break and the second paper is due on the last class meeting. I'm particularly interested in how your interest or perspective on the Japanese society and culture might change during the semester. That is why I'm asking you to write 2 papers--one in the first half, and the other in the second half. You may choose the same topic for both papers if you want to discuss how your view on the topic changed by taking this course, or, you may choose 2 different topics.

The purpose of the cultural component is to increase your appreciation and sensitivity to the Japanese culture. My hope is that this will also help you sustain interest in continuing to learn the language and better understand the complexity of the language.

In order to get the most out of this cultural component, in addition to the assigned reading from the text Understanding Japanese Society, 2nd ed., we will view some cultural videotapes, engage in class discussions, guest speakers, and possibly some field trips.

Expectations:

Although I will introduce you to all aspects of the Japanese Language--speaking, reading and writing, the main emphasis is on acquiring basic oral proficiency in constructing simple conversations in everyday daily contexts (especially from non-Japanese perspectives). In order to help you learn as many situations as possible in one semester, you will rely on roomaji representations of the language rather than the native Japanese characters of hiragana, katakana and kanji. However, I will explain all these character sets in the beginning of the semester, and will use them from time-to-time during the semester when it is necessary to explain the unique cultural aspect of the language.
After completing each lesson, I expect everyone to be able to at least demonstrate (i.e. oral presentation) the main dialogue covered in the lesson.

Attendance:

Attendance will be checked each class period throughout the semester.

Missed Examinations:

Make-ups for missed exams will be given at the instructor's discretion provided that you notify your absense (in person or by phone) before the next class period.

Withdrawal from Class:

If you choose to withdraw from the class, you must initiate the process yourself with the admissions office by the deadline indicated on the class schedule. Failure to attend and complete exams and assignments will result in a grade of "F".

Students with Special Needs:

The ACCESS office - Disability Support Services (984-7673) has been designated by the college as the primary office to guide, counsil and assist students with disabilities. If you have needs for special arrangement such as seating closer to the front of the class, a notetaker, extended time for testing, or any other approved accommodation, please make an appointment with the ACCESS office during the first week of classes.

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Course Schedule

Week 1
1/15 - 1/19

Introduction to the course
Introduction to the Japanese character system - sound, hiragana, katakana and kanji.

Class Lesson 1: Shookai - Introductions

Reading assignment: (Hendry) Introduction
Ch. 1 Sources of Japanese identity

Week 2
1/22 - 1/26
Review of hiragana and katakana;
(AJLT) Lesson 1
Class Lesson:
(AJLT) Lesson 2: Juusho to denwa bangoo - Address and Telephone Number

Reading assignment: (Hendry) Ch. 2: The House and Family System

Week 3
1/29 - 2/2

Review of Lesson 2
Class Lesson:
(AJLT) Lesson 3: Hizuke to jikoku - Date and Time

Reading assignment: (Hendry) Ch. 3: Socialization and Classification

Week 4
2/5 - 2/9

Review of Lesson 3
Class Lesson:
(AJLT) Lesson 4: Ikuradesuka - How Much?

Reading assignment: (Hendry) Ch. 4: Community and Neighborhood

Week 5
2/12 - 2/16

Review of Lesson 4
Class Lesson:
(AJLT) Lesson 5: Kazoekata - Counting Objects

Reading assignment: (Hendry) Ch. 5: Status and Stratifiction in the Wider World

Week 6
2/19 - 2/23

Review of Lesson 5
Class Lesson:
(AJLT) Lesson 6: Hito ya norimono no oorai - Coming and Going

Reading assignment: (Hendry) Ch. 6: The Education System

Week 7

2/26 - 3/1

Review of Lesson 6
Class Lesson:
(AJLT) Lesson 7: Takushii de iku - Going by Taxi

Guests: Osaka International University students and staff
** Term paper 1 due on Thursday, February 29

Week 8
3/4 - 3/8

Mid-term exam
You will be assigned to an 8-minute oral exam with the instructor either on Tu 3/5 or Th 3/8 during the regular class time. Additionally, you will be asked to review a Japanese film (from a list provided) during the week. A 5-page review or concept paper must be turned in by Th, March 21, based on the film you viewed.

Week 9
3/11 - 3/15 Spring Break

Week 10
3/18 - 3/22

Review: Lesson 7
Class Lesson: Lesson 8: Hito to Mono no Sonzai - Existence of People and Things.
Reading assignment: (Hendry) Ch. 7 Religious Influences

Week 11
3/25 - 3/29

Review: Lesson 8
Class Lesson: Lesson 9: Basho o tazuneru - Place, Location

Reading assignment: (Hendry) Ch. 8 Ritual and Life Cycle

Week 12
4/1 - 4/5 Tu. 4/2 No class - Service Day

Review: Lesson 9
Class lesson: Lesson 10: Kippu o katta - Tickets Bought

Reading assignment: (Hendry) Ch. 9 Careers and Continuity

Week 13
4/8 - 4/12

Review: Lesson 10
Class Lesson: Lesson 11: Yomikata no fukushuu - Reading Review

Reading assignment: (Hendry) Ch. 10 Arts, Entertainment and Leisure

Week 14
4/15 - 4/19 Th. 4/18 - No class and
April 15th is the *last day to withdraw.*

Review: Lesson 11

Class Lesson: Lesson 12 Denwa - Telephone

Reading assignment: (Hendry) Ch. 11 Politics and Government

Week 15
4/22 - 4/26

Review Lesson 12
Class Lesson: Lesson 13: Oishii Okashi - Delicious Cakes

Reading assignment: (Hendry) Ch. 12 The Legal System and Social Control

Week 16
4/29 - 5/3

Review Lesson 13
Class Lesson: Lesson 14 Tanoshikatta kinoo no kabuki - Yesterday's Enjoyable Kabuki

Week 17
5/6 - 5/10

Review all dialogues

** Term Paper 2 is due by Th. May 9

Week 18
5/13 - 5/17
Final Exam

INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE

Course Outline

The language portion of the course focuses on developing basic conversational skills using Kodansha's Japanese for Busy People I as the textbook. The following major topics will be covered using pronunciation demonstration by the instructor, dialogue practices between the instructor and the students, and demonstration of the dialogues learned by the students.

Lesson 1: Introductions
Lesson 2: Address and Telephone Number
Lesson 3: Day and Time
Lesson 4: How Much?
Lesson 5: Counting Objects
Lesson 6: Going and Coming
Lesson 7: Going by Taxi
Lesson 8: Existence of People and Things
Lesson 9: Place, Location
Lesson 10: Tickets Bought
Lesson 11: Reading Review
Lesson 12: Telephoning
Lesson 13: Delicious Cakes
Lesson 14: Yesterday's Enjoyable Kabuki
Lesson 15: Giving and Receiving

The culture portion of the course will be covered using Understanding Japanese Society, 2nd ed. By Joy Hendry. (1995).

The coverage of the topics will be by lectures by the instructor and guest speakers, cultural field trips, cultural demonstration and classroom discussions.

The cultural topics will include:

1. Sources of Japanese identity: historical and mythological foundations of Japan
2. The house and family system
3. Socialization and classification
4. Community and neighborhood
5. Status and stratification in the wider world
6. The education system
7. Religious influences
8. Ritual and the life cycle
9. Careers and continuity: opportunities for working life
10. Arts, entertainment and leisure
11. Politics and government
12. The legal system and social control

St. Louis Community College
Meramec

MEMORANDUM

TO: JPN504 Students

FROM: Susumu Kasai

DATE: March 21, 1996

SUBJECT: Survey

At the mid-term break time, 19 out of 21 of you successfully completed both the oral mid-term exam and the first term paper. I am delighted with the high-level of interest and enthusiasm expressed in your work thus far. I will work harder to help you maintain the same level of enthusiasm and reach a higher level of appreciation of the topics to be covered in the last half of the semester. As always, I am eager to receive any constructive comments from you to improve the quality of the course and make it more enjoyable to learn.

For the next academic year, I plan to offer this course each semester. I am also exploring a possible new course which follows this course. I'd appreciate your assistance with completing the enclosed survey to help me decide what, when and how I should offer a follow-up course.

Thank you.

Attachment

C:\KASA\SURVEY.MEM

SURVEY

1. What is your overall evaluation of the course so far?
(5=highest, 1=lowest)

Language portion	5	4	3	2	1
Culture portion	5	4	3	2	1

2. How well do <u>you</u> think you have learned the covered materials so far?

Language portion	5	4	3	2	1
Culture portion	5	4	3	2	1

3. I know it's a challenge to cover both the language and culture in a 3-credit course. If this had been a 4-credit course (meeting 4 hours/week rather than 3 hours/week), would you have taken it?

Yes No

4. If there is another course (where the current course is a prerequisite) on Japanese language and/or culture, would you take it?

Yes (only if it's offered during the day)
Yes (whether it's during the day or in the evening)
No

IF YOU ANSWERED 'NO' IN #4, YOU DO NOT HAVE TO ANSWER THE REST.

(Over)

5. For the next course, would you be interested in learning:

   a. More about the language and culture in a similar format as this course
   b. More about the language and culture but in a different format (Please write in the Comments area below your specific ideas about the desired format of the course.)
   c. Just the language (speaking only)
   d. Just the language (speaking, reading and writing)

6. If the new course integrated computer software to provide some basic materials and practice sets on speaking, reading and writing Japanese, would you use it actively even if it's available only on campus?

   a. Yes, I will use it regularly
   b. Yes, only when it's necessary for assignments
   c. No, unless I can have my own copy at home
   d. No, I'm not interested in using software

Any additional
Comments:

THANK YOU! PLEASE RETURN TO THE PERSON WHO DISTRIBUTED THE SURVEY.

****

Months

一月	いちがつ
二月	にがつ
三月	さんがつ
四月	しがつ
五月	ごがつ
六月	ろくがつ
七月	しちがつ
八月	はちがつ
九月	くがつ
十月	じゅうがつ
十一月	じゅういちがつ
十二月	じゅうにがつ

なんがつですか。 Nangatsu desuka.

****

Day

1	tsuitachi	一日
2	futsuka	二日
3	mikka	三日
4	yokka	四日
5	itsuka	五日
6	muika	六日
7	nanoka	七日
8	yooka	八日
9	kokonoka	九日
10	tooka	十日
11	juuichi nichi	
12	juuni nichi	
13	juusan nichi	
14	juuyokka	
15	juugo nichi	
16	juuroku nichi	
17	juunana nichi	
18	juuhachi nichi	
19	juuku nichi	
20	hatsuka	

なんにちですか。 Nan nichi desuka.

Day of the week

月曜日	げつようび	Monday
火曜日	かようび	Tuesday
水曜日	すいようび	Wednesday
木曜日	もくようび	Thursday
金曜日	きんようび	Friday
土曜日	どようび	Saturday
日曜日	にちようび	Sunday

なんようび ですか。Nanyoobi desuka.

------- です。 ---------- desu.

Japanese Films in Meramec's Collection

General Circulation

Dodesukaden	1970	Akira Kurosawa	244 min. color
Early Summer (Bakushu)	1951	Yasujiro Ozu	135 min. b&w
Family Game	1982	Yashimutsu Morita	107 min. color
Mother (Okaasan)	1952	Mikio Naruse	98 min. b&w
Ran	1985	Akira Kurosawa	161 min. color
Rashomon	1950	Akira Kurosawa	83 min. b&w
Stray Dog (Nora Inu)	1949	Akira Kurosawa	122 min. b&w
A Taxing Woman	1987	Juzo Itami	126 min. color
A Taxing Woman Returns	1988	Juzo Itami	127 min. color
Throne of Blood (Kumonosu-Jo)	1957	Akira Kurosawa	110 min. b&w
Yojimbo	1961	Akira Kurosawa	110 min. b&w

On Reserve--in film studies collection, may be watched in the library

Hiroshima, Mon Amour	1959	Alain Resnais	91 min. b&w
Seven Samurai (Shichinin no Samurai)	1954	Akira Kurosawa	160 min. b&w

American Films with Japanese or Japanese-American content

Come See the Paradise	1990	Alan Parker	135 min. color
Empire of the Sun	1987	Steven Spielberg	154 min. color

JPN 504 Spring 1996 Pre-test

Your name: Answers

1. List five (5) things that come to your mind when you hear the word "Japane".

Answers will vary

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

2. Name the four (4) major islands of Japan

(1) Hokkaidō

(2) Honshū

(3) Shikoku

(4) Kyūshu

3. The head of Japanese government is called:

(1) president
(2) chancellor
(3) prime minister
(4) emperor

4. The current rate of exchange between the U.S. dollar and the Japanese えん (yen) is approximately: US $1 = (100) yen

100 → 105

5. How many time zones does Japan have? 1 (Akashi) JST

6. Japan borrowed all the written characters from:

(1) China and Korea
(2) China only
(3) India, Chaina and Korea
(4) none of the above — hiragana + katakana were created by Japanese

7. The population of Japan is approximately: 123 million

8. Education is required for all Japanese

(1) Kindergarten through 12th grade
(2) 1st through 6th grade
(3) 1st through 9th grade
(4) 1st through 12th grade
(5) Kindergarten through 10th grade

9. Because of the national health insurance system, Japanese people do not have to pay for medical or dental care. ~~Yes / No~~ True False

10. Besides the western year system (1996, 1960, etc.), Japan also uses its own period naming system based on the reign of the emperor. The current era is called:

(1) heisei
(2) ~~jimmu~~
(3) meiji
(4) showa
(5) taisho

11. The first Japanese capital was located in:

(1) Kobe
(2) Kyoto

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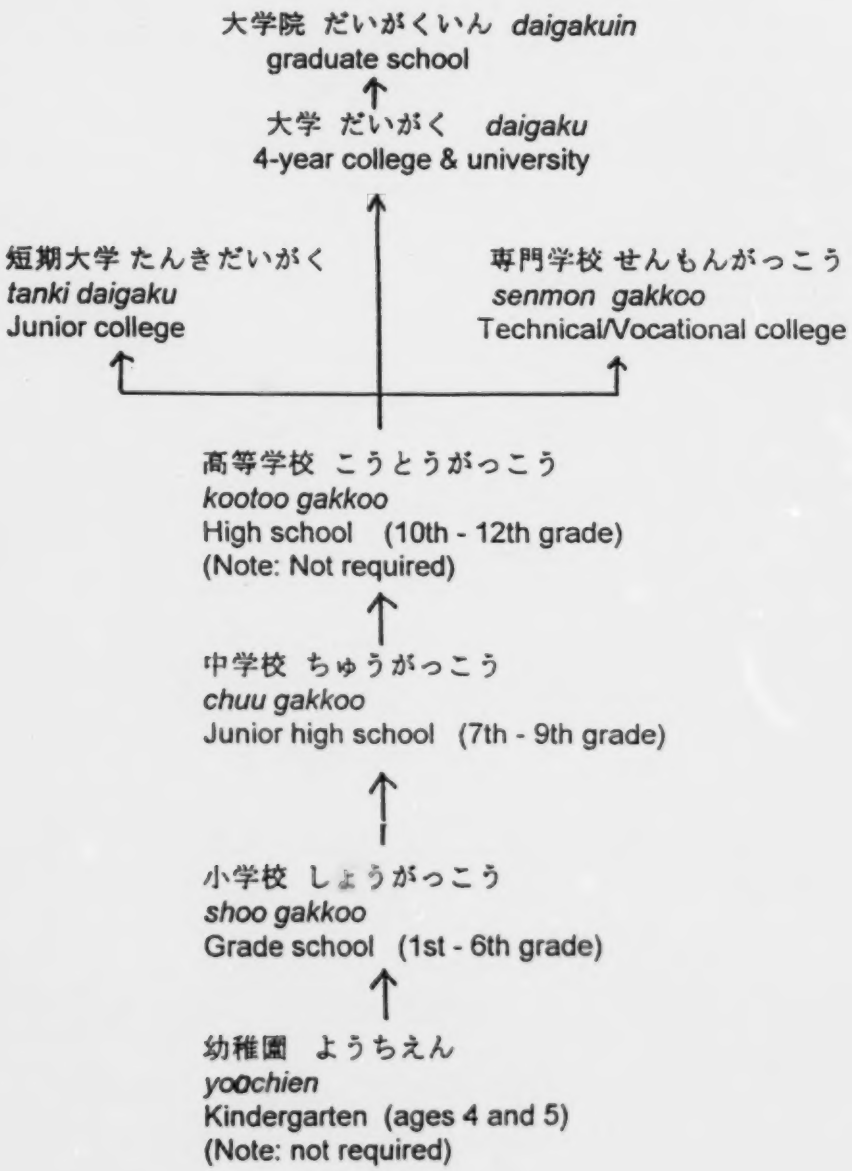
(3) Nagoya
(4) Nara → Capital during Yamato period
(5) Osaka
(6) Tokyo

12. Because of the highly standardized educational system and the small size of the country, Japan no longer has any regional dialect. (True False)

Japanese Educational System Hierarchy

文部省　もんぶしょう　　Ministry of Education
strongly dictates the structure and delivery of formal education especially at the primary, junior and senior high school levels. All new colleges and universities must also be approved by strict guidelines of the Ministry and takes at least 4 years before a new school can be "recognized" 認定される (*nintei sareru).*



Structure of Educational System

Japan's educational system was modernized following the Meiji Restoration of 1867, and was reformed after World War II, when the American 6-3-3-4 system was adopted.

Public Schools (K-12)
Between the ages of 6 and 15, Japanese national children are required to attend 6 years of Japanese elementary school and 3 years of Japanese lower secondary school. Except for the seriously handicapped, all students within a school's district are admitted to that school. There is no fee and the government assists needy students.

* Kindergarten

Two-thirds of Japanese children from 3 to 5 years old (i.e., approximately 2,000,000 children) attend kindergarten, which lasts up to 3 years, depending on the age of the student when admitted. Five-, four-, and three-year-old students study for one, two, and three years, respectively. Instead of attending kindergartens, some students attend government-run day-care centers, where they received a similar education.

* Elementary Schools

Almost 100% of the more than 9,000,000 children age 6 to 12 attend elementary school, which lasts 6 years.

* Lower Secondary Schools (Junior High Schools)

Almost 100% of more than 5,000,000 children age 12 to 15 attend lower secondary school, which lasts three years and is equivalent to the U.S. junior high school. Over 95% of these students advance to higher schools. (This is the world's highest junior high school graduation rate.)

* Upper Secondary Schools (High Schools)

Of Japan's 5,500 high schools, including 1,300 private institutions, only about 100 are considered expert at placing students in prestigious universities. Upper secondary schools educate over 5,000,000 students age 15 to 18.
Full-time upper secondary school lasts 3 years and is equivalent to the U.S. high school.
Admission to a particular schools is determined by a student's previous achievement and score on the school's entrance examination. Over half the courses at the upper secondary school level are general academic courses. Students may also complete upper secondary school by attending part-
time classes, usually in the evening, or by means of correspondence classes. Alternatively, students may attend a five-year technical college, a three-year special training school, or another type of three-yea/ school.
About 35% of upper secondary school graduates proceed to colleges and universities.

Private Schools (K-12)
The private lower educational system parallels the public system. Private schools charge substantial fees and are highly selective, but are more successful in placing students in prestigious universities.

Higher Education
The top national universities are government-supported, so their tuitions are much lower than those of private universities. For this reason, parents do not hesitate to invest in the tuition for a private high school, if it will give their child the edge in gaining admittance to Tokyo University or another top university.
As in the U.S., the normal university track for a bachelor's degree is 4 years of undergraduate study. To obtain a master's degree, a student must complete 2 years of post-graduate study. Doctorate degrees are awarded after 5 years of post-graduate work. Students with a master's degree can obtain a doctorate by completing a 3-year course of study.
Doctors and dentists must complete 6 years of undergraduate study. To obtain a doctorate degree, they must complete 4 post-graduate years of study.
About 500,000 students attend two or three years of junior college. Junior college graduates may transfer their units to a university and proceed to a bachelor's degree.
Technical colleges train technicians. Each year, approximately 50,000 students complete 5 years of full-time study.

Entrance Examinations
The culmination of a childhood of work and sacrifice is the college-entrance examination. The centrality of this single examination is difficult for Westerners to understand. It is but a slight exaggeration to say that, during the spring examination season, Japan resounds to the sound of doors of future opportunity opening wide or slamming shut, usually permanently. This monomaniacal focus on the crucial college-entrance examination is reflected by the following saying (kotowaza): Pass with four, fail with five. This proverb refers to the number hours of sleep a student should have during the yearlong preparation for the exam.
Universities and junior colleges admit students based on their previous grades and their score on entrance examinations. Students seeking to enter a national or public university must take two college-entrance examinations. First, they take the national Joint Achievement Test (aka Joint University Entrance Examination Achievement Test), which tests for skills in the Japanese and English languages, mathematics, science, geography, and history. Students must then take exams at institutions they seek to enter. Performance during the early spring examination season is the single most important determinant of a student's future career.

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Private universities administer their own tests.

Special-Training Schools & Miscellaneous Schools

Beginning at the upper secondary school level, over 1,000,000 students choose to attend private 2- or 3-year vocational schools called special-training schools (senshu gakko), which teach such skills as automobile repair, electronics, computer programming, bookkeeping, foreign languages, cooking, typing, design, etc. The three types of special training schools are those offering upper secondary-level courses (koto senshu gakko), college-preparatory courses, and college-level courses (senmon gakko).

Miscellaneous schools are unaccredited vocational institutes.

Other Educational Facilities

Special schools educate blind, deaf, and handicapped children.

Local citizens' pubic halls (komin-kan) provide educational program for local residents.

Public youth centers and children's nature centers educate young residents of a community.

Correspondence Courses

Correspondence schools offer courses, beginning at the upper secondary school level.

Glossary

kakushu gakko	miscellaneous schools
koto senshu gakko	upper secondary-level vocational school (literally, vocational high school)
senmon gakko	advanced special-training school (literally, professional school)
senshu gakko	special-training school
votech	vocational school

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JPN:504 INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE CLASS

MATERIALS ON RESERVE

BOOKS:

Ishinomori, Shotaro. Japan Inc. Berkeley: University of California Press, 1988. (1 copy)

Leestma, Robert and Herbert J. Walberg. Japanese Educational Productivity. Ann Arbor: University of Michigan, 1992. (1 copy)

The International Society for Educational Information, Inc. The Japan of Today. Tokyo: The International Society for Educational Information, Inc., 1989. (2 copies)

QUARTERLY JOURNALS:

Japan Echo (After the Kobe Quake). Tokyo: Japan Echo Inc., Vol 22 No 2, Summer 1995. (1 copy)

Japan Echo (The Surprise Governors). Tokyo: Japan Echo Inc., Vol 22 No 3, Autumn 1995. (1 copy)

Japan Echo (Japan's View of the World). Tokyo: Japan Echo Inc., Vol 22 special issue, 1995. (1 copy)

QUARTERLY MAGAZINES:

Japan Pictorial (The Challenge of Recycling). Tokyo: NTT Mediascope Inc., Vol 18 No 3, 1995. (1 copy)

Japan Pictorial ("My Home"-The Steep Path to Home Ownership in Japan). Tokyo: NTT Mediascope Inc., Vol 18 No 2, 1995. (2 copies)

BOOKLETS:

Japan Today. Tokyo: Japan Graphic, Inc., 1992. (1 copy)

Japan. Ministry of Foreign Affairs. How Japan is Dealing with Global Environmental Issues. Tokyo: Ministry of Foreign Affairs, 1990. (1 copy)

Japan. Ministry of Foreign Affairs. Japan's Northern Territories. Tokyo: Ministry of Foreign Affairs, 1992. (1 copy)

BOOKLETS: (continued)

Japan. Ministry of Foreign Affairs. Japan and the United States: Teamwork Today and Tomorrow. Tokyo: Ministry of Foreign Affairs, 1993. (2 copies)

Japan. Prime Minister's Office. Women in Japan Today. Tokyo: Office of Women's Affairs, 1991. (2 copies)

Japan. Ministry of Foreign Affairs. Japan and the United States: Then and Now Fifty Years. Tokyo: Ministry of Foreign Affairs, 1995. (2 copies)

Visual Resources Inc. An Introduction Japan Today. Los Angeles: Visual Resources Inc., 1991. (2 copies)

Keizai Koho Center. Japan 1995: An International Comparison. Tokyo: Keizai Koho Center - Japan Institute for Social and Economic Affairs, 1995. (2 copies)

Japan. The Embassy of Japan. Japan Now. Washington D.C.: Japan Information and Culture Center, 1995. (3 copies)

ARTICLES: (2 copies)

Facts About Japan. "Bunraku." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Chanoyu - Tea Ceremony." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Children and Festivals." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "The Constitution of Japan." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Educational System." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Gagaku." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "High Technology." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Ikebana - The Japanese Art of Flower Arrangement." Tokyo: The International Society for Educational Information, Inc.

ARTICLES: (continued)

Facts About Japan. "The Imperial Family." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Japanese Agriculture." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Kabuki." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Mass Communications." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Music." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "The National Flag and Anthem of Japan." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Nature." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Noh and Kyogen." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Religion." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Sports." Tokyo: The International Society for Educational Information, Inc.

Facts About Japan. "Transportation in Japan." Tokyo: The International Society for Educational Information, Inc.

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BOOKS AVAILABLE FOR CHECKOUT IN LIBRARY

CONDON, JOHN & KURAT. IN SEARCH OF WHAT'S JAPANESE ABOUT JAPAN. 952.04 C746i ($14.95)

DE MENTE, BOYE LAFAY. BEHIND THE JAPANESE BOW. 952 D376b ($14.95)

DOI, TAKEO. ANATOMY OF DEPENDENCE. 155.895 D657a ($9.00)

DOI, TAKEO. ANATOMY OF SELF: THE INDIVIDUAL VERSUS SOCIETY. 155.2 D657a ($9.00)

HENDRY, JOY. BECOMING JAPANESE: THE WORLD OF THE PRE-SCHOOL CHILD. 305.23 H498b ($18.00)

HENDRY, JOY. WRAPPING CULTURE POLITENESS PRESENTATIONS. 952 H498w ($45.00)

ISHIDA, HIROSHI. SOCIAL MOBILITY IN CONTEMPORARY JAPAN. 305.513 i79s ($39.50)

IWAO, SUMIKO. JAPANESE WOMAN: TRADITIONAL IMAGE AND CHANGING REALITY. 305.42 i96j ($27.95)

KATAOKA, HIROKO C. JAPANESE CULTURAL ENCOUNTERS AND HOW TO HANDLE THEM. 952 K19j ($9.95)

LAFAYETTE DE MENTE. NTCS DICTIONARY OF JAPANESE CULTURAL CODES. 495.63 D376N ($17.95)

LEBRA, TAKIE SUGIYAM. JAPANESE SOCIAL ORGANIZATION. 306.095 J35 ($34.00)

OHNUKI-TIERNEY, EMIK. RICE AS SELF: JAPANESE IDENTITIES THROUGH TIME. 952 O38r ($35.00)

SAKAIYA, TAICHI. WHAT IS JAPAN?: CONTRADICTIONS AND TRANSFORMATIONS. 952 S158w ($13.00)

THIS KIND OF WOMAN: TEN STORIES BY JAPANESE WOMEN WRITERS, 1960-1976. 895.63 T448

UEDA, ATSUSHI. ELECTRIC GEISHA: EXPLORING JAPAN'S POPULAR CULTURE. 952.04 U22e ($22.00)

videotape - TUNE IN JAPAN: APPROACHING CULTURE THROUGH TELEVISION. S.C.E. TV Marketing. 952.04 T926 vhs ($69.95)

You Can Get There From Here!

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Semester Credit Course Schedule

Tuesday, January 16 - Sunday, May 19

SPRING '96

SPRING REGISTRATION BEGINS WEDNESDAY, NOVEMBER 1, 1995

St. Louis Community College • Meramec

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GER:103 BASIC GERMAN CONVERSATION I
3 Credits $126
Construction and practice in fundamental vocabulary, basic sentence structures, and social conversations necessary for simple interpersonal communication in German. Emphasis is on the use of German in everyday situations.
Section-Evening
100 M 7:30-10:20pm BA 118
101 M 7:30-10:20pm CS 119

GER:104 BASIC GERMAN CONVERSATION II
3 Credits $126
Prerequisite: GER:103.
A continuation of GER:103. Further practice in speaking the language through the acquisition of new vocabulary and the learning of German sentence structure.
Section-Evening
100 W 7:30-10pm CS 119

GER:201 INTERMEDIATE GERMAN I
4 Credits $168
Prerequisite: GER:101 and GER:102.
A continuation of GER:102. Emphasis is on speaking German. A review of grammar assists the student in perfecting basic skills. A variety of up-to-date literary and cultural selections are read and form the basis for classroom discussions.
Section-Day
001 MTWTh 9-9:50am CS 204 KALFUS
(1 hour lab arranged)

GER:202 INTERMEDIATE GERMAN II
4 Credits $168
Prerequisite: GER:101 or GER:102 or GER201.
A continuation of GER:201. Emphasis is on spoken German with continued grammar review. A variety of short stories and contemporary cultural selections are read and discussed in class.
Section-Day
001 MTWTh 9-9:50am CS 204 KALFUS
(1 hour lab arranged)

GER:204 INTERMEDIATE GERMAN CONVERSATION II
3 Credits $126
Prerequisite: GER:202 or GER:201.
A continuation of GER:203 designed to develop more confidence in oral German by discussion of written materials in German. The use of spoken German in everyday situations will be emphasized.
Section-Evening
100 T 7:30-10pm CN 233

Japanese

JPN:504 INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE
3 Credits $126
This course introduces students to the basics of the Japanese language with emphasis on oral communication using everyday conversation topics. The course also integrates discussion and exploration of various cultural topics into learning the language.
Section-Day
001 TTh 11am-12:20pm SS 108 KASAI

Spanish

ATTENTION SPANISH STUDENTS!
Plan ahead for an exciting Spanish immersion experience in Costa Rica. Earn up to six (6) hours of Spanish language by participating in St. Louis Community College's three (3) week immersion program in Costa Rica. Tentative starting date is May 17, 1996.

For more information, contact Professor Marco Romero, 984-7839.

SPA:101 ELEMENTARY SPANISH I
4 Credits $168
A beginning course presenting the basic Spanish sentence structure and vocabulary necessary to participate in elementary Spanish conversation and to begin reading short Spanish passages.
Section-Day
001 MTWTh 8-8:50am CS 211
(1 hour lab arranged)
002 MTWTh 9-9:50am CS 104 ROMERO
(1 hour lab arranged)
003 MTWTh 2-2:50pm CS 211
(1 hour lab arranged)

SPA:102 ELEMENTARY SPANISH II
4 Credits $168
Prerequisite: SPA:101.
A continuation of SPA:101. Students complete the basic elements of Spanish grammar, increase their vocabulary and gain added facility in speaking and reading Spanish.
Section-Day
001 MTWTh 10-10:50am CS 104 ROMERO
(1 hour lab arranged)
002 MTWTh 1-1:50pm CS 104
(1 hour lab arranged)

SPA:102 ELEMENTARY SPANISH II (TELECOURSE)
4 Credits $188
(Fee includes tuition and a $20 non-refundable television service fee.)
This course is a continuation of SPA:101. Students complete the basic elements of Spanish grammar, increase their vocabulary and gain added facility in speaking and reading Spanish. "Destinos" uses a uniquely Hispanic genre, the "telenovela," to combine a dramatic storyline with instruction. The situation and context of each episode (lesson) lead you through basic structures, language functions and vocabulary groups presented in the programs and resource materials. Access to an audio cassette recorder is important. Conversation exercises will be performed in required, weekly electronic classroom "lab"-sessions on campus. This approach requires effort and commitment to achieve success. STUDENTS MUST ATTEND A REQUIRED ORIENTATION MEETING PRIOR TO THE FIRST CLASS BROADCAST. Information regarding the scheduling of this session will be mailed. For more information, see the section under "Telecourses" near the end of this schedule.
Section
600 T 6-6:30am KETC-TV BUSCHARDT
Lab M 6-7pm KETC-TV
(NOTE: The broadcasts for this class on KETC-TV are aired on

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HUM:208 LIBERAL ARTS SEMINAR: "DIFFICULT CHOICES - CONTEMPORARY ISSUES IN BIOMEDICAL ETHICS"
3 Credits $126
Dramatic advances in technology have led to an explosion of scientific information and new methods for predicting biological phenomena and treating medical conditions. These scientific marvels come with a price: ethical concerns that surround environmental issues and healthcare practice. This seminar will explore topics such as euthanasia, manipulation of the human genome, public policy and healthcare, population control, and some of the many ethical issues surrounding the AIDS epidemic.

Section	Day			
001	TTh	12:30-1:50pm	HE 124	MCDONALD

HUM:526 WOMEN IN AMERICAN CULTURE
3 Credits $126
Women in American Culture is an interdisciplinary look at the changing roles of women in Twentieth Century America which have revolutionized thought regarding questions relating to biology, Christianity and women, gender roles and social institutions, and language and sexism.

Section	Day			
001	TTh	11am-12:20pm	CN 224	MURPHY

HUM:532 TOPICS IN THE HUMANITIES
3 Credits $126
Prerequisite: Honors eligibility AND HUM:101 and/or HUM:102 (preferably both).
For students who have taken HUM:101 and/or HUM:102, this course offers a chance to explore and discuss in some detail a few of the many topics that had to be omitted or only briefly mentioned in the two introductory survey courses. Among the possible topics: Myth, art and philosophy in the ancient world; the arts and thought of the Enlightenment; turn-of-the-century Vienna, modernism and post-modernism.

Section	Day			
099	TTh	2-3:20pm	HE 125	ILLERT

JPN:504 INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE
3 Credits $126
This course introduces students to the basics of the Japanese language with emphasis on oral communication using everyday conversation topics. The course also integrates discussion and exploration of various cultural topics into learning the language.

Section	Day			
001	TTh	11am-12:20pm	SS 108	KASAI

FRE:115 INTRODUCTION TO FRENCH CULTURE
3 Credits $126
This course closely examines the provinces, cities, geography, early settlement, and climate of France in the first half of the semester. The second half is a study of the government,economy, politics, educational system, and The European community. Emphasis is on present-day France. The course is taught in English.

Section	Day			
100	Th	7:30-10pm	CS 206	OUTS

COM:200 COMMUNICATION AMONG CULTURES
3 Credits $126
Prerequisite: COM:101.
This course will explore intercultural communication through a general introduction, areas of perception, verbal and nonverbal behaviors, intervention strategies, human communication universals, group or national stereotypes, verbal/nonverbal codes, and interpersonal theory.

Section	Day			
001	MWF	9-9:50am	CS 206	BARKER
002	MWF	11-11:50am	SO 206	BARKER
003	TTh	9:30-10:50am	CS 206	HALL
004	TTh	12:30-1:50pm	CS 206	HALL
Section	**Evening**			
100	M	7:30-10:20pm	CN 204	

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MODULE: JAPANESE CULTURAL CODE WORDS

Notes: JPN: 504 Introduction to Japanese Language Culture was developed as a semester long course rather than a module. A part of the course deals with extensive discussion of the unique aspects of cultural meanings behind certain Japanese phrases. I refer to these phrases as "cultural code words". Because understanding these code words are helpful in understanding many aspects of the Japanese behaviors, social and cultural values, a separate instructional module was developed which can be implemented in courses outside of the Japanese language courses. For example, the module can be used in Introduction to Business, Cross-cultural Communication, Film Appreciation, Introduction to Sociology, Introduction to Social Psychology, etc.

APPROXIMATE TIME NEEDED FOR INSTRUCTION:

3 weeks (3 class meetings/week for a 50 minute class
2 class meetings/week for a 75 minute class)

OVERVIEW OF THE COURSE:

The Japanese language is not only rich in history, but also unique in the way many expressions subtly convey deep cultural meanings behind them. Because of its uniqueness and subtleness, they cannot be just translated into a few words. Detailed discussions of certain expressions can become effective means of introducing the students to better understand some of the differences of cultural and social values between their own culture and the Japanese culture. For this reason, this module can be adopted in many introductory courses including Cross Cultural Communication, Introduction to Business Management, Asian Literature, Film Appreciation, Introduction to Sociology, Introduction to Social Psychology, etc.

OBJECTIVES:

* To introduce students to examples of Japanese phrases that have special cultural meanings.

* To increase students' awareness and sensitivity to the role "Cultural Code Words" play in the Japanese language.

* To help students apply their understanding of the Japanese cultural code words into clearer understanding of Japanese behavior in communication, business, families, etc.

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MATERIAL USED FOR INSTRUCTION:

Boye Lafayette De Mente (1994)

NTC'S Dictionary of Japan's Cultural Code Words, National Textbook Company

Twenty-three (23) code words are selected for the following cultural themes using the above book:

1. Communication Styles: Thinking and Feeling
2. Conflict
3. Culture and Customs
4. Determination and Spirit
5. Direct vs. Indirect
6. Etiquette and Role
7. Family
8. The Foreign Element
9. The Group (In and Out Groups)
10. Guests, Customers and Service
11. Harmony, Consensus, and Cooperation
12. Honor and Shame
13. Imitation and Innovation
14. The Individual
15. Influence and Persuasion
16. Leadership, Loyalty and Obligation
17. Love/Dependence
18. Parties and Meetings
19. Quality, Process and Perfection
20. Rank, Role and Structure in the Company
21. Risk and Caution
22. Starting and Maintaining Relationships
23. Strategic Entertaining

Note: Instructor may select alternate code words from the text depending on the emphasis of the course in which this module is implemented.

EVALUATION ACTIVITY:

The instructor will select 10 cultural code words from the list at the end of the three week peroid and ask the student to briefly explain the cultural meaning of each word or phrase.

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Boye Lafayette De Mente (1994)

NTC'S Dictionary of Japan's Cultural Code Words, National Textbook Company

Twenty-three (23) code words are selected for the following cultural themes using the above book:

1. Communication Styles: Thinking and Feeling
   Ashimoto wo Miru - "Looking for a Weak Spot"

2. Conflict
   Giseisha - "The Victim Syndrome"

3. Culture and Customs
   Kakushi Gei - "The Importance of Hidden Talent"

4. Determination and Spirit
   Yamato Damashii - "The Spirit of Japan"

5. Direct vs. Indirect
   Tatemae/Honne - "Facade v. Reality"

6. Etiquette and Role
   Tate Shakai - "The Vertical Society"

7. Family
   San - "A Little Word with a Big Role"

8. The Foreign Element
   Akogare - "Unfulfilled Yearnings"

9. The Group (In and Out Groups)
   Batsu - "Keeping the Team Together"

10. Guests, Customers and Service
    O'Kayaku-San - "The Honorable Customer"

11. Harmony, Consensus, and Cooperation
    Wa - "Holy Harmony"

12. Honor and Shame
    Kao - "Keeping Your Face Intact"

13. Imitation and Innovation
    Dokusose - "Creativity in a Closed Circle"

14. The Individual
    Hitori Zumo - "Fighting a Battle You Can't Win"

15. Influence and Persuasion
    Ama Kudari - "Descending from Heaven"

16. Leadership, Loyalty and Obligation
Giri - "Living with Unending Obligations"

17. Love/Dependence
Amae - "Indulgent Love"

18. Parties and Meetings
Bo Nen kai - "Forget-the-Year-Parties"

19. Quality, Process and Perfection
Kata - "Acting Like Ants"

20. Rank, Role and Structure in the Company
Hada ni Awanai - "Rubbing People the Wrong Way"

21. Risk and Caution
Ishi Bashi wo Tataku - "The Blind Walk Carefully"

22. Starting and Maintaining Relationships
Go-En - "The Honorable Relationship"

23. Strategic Entertaining
Aka Chochin - "Going to An Entertainment District"

Note: Instructor may select alternate code words from the text depending on the emphasis of the course in which this module is implemented.

EVALUATION ACTIVITY:

The instructor will select 10 cultural code words from the list at the end of the three week peroid and ask the student to briefly explain the cultural meaning of each word or phrase.

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